



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12931849
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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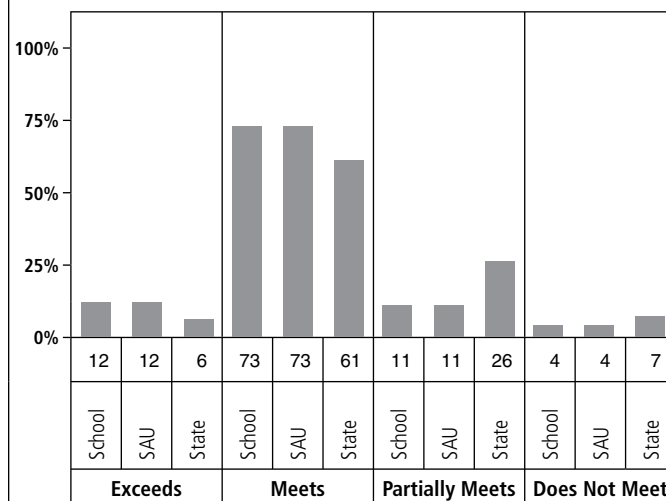
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

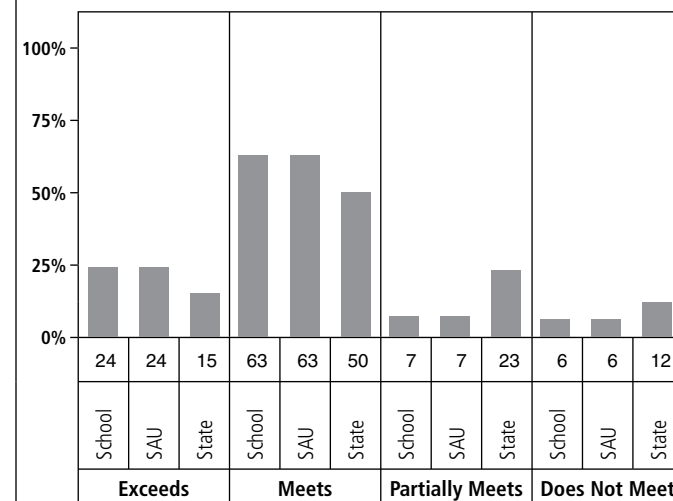
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	549	549	544
2007–2008	547	547	545
2008–2009	549	549	546
Cum. Avg.*	548	548	545
Mathematics			
2006–2007	554	554	546
2007–2008	551	551	546
2008–2009	553	553	547
Cum. Avg.*	553	553	546
Science			
2008–2009 **	546	546	543

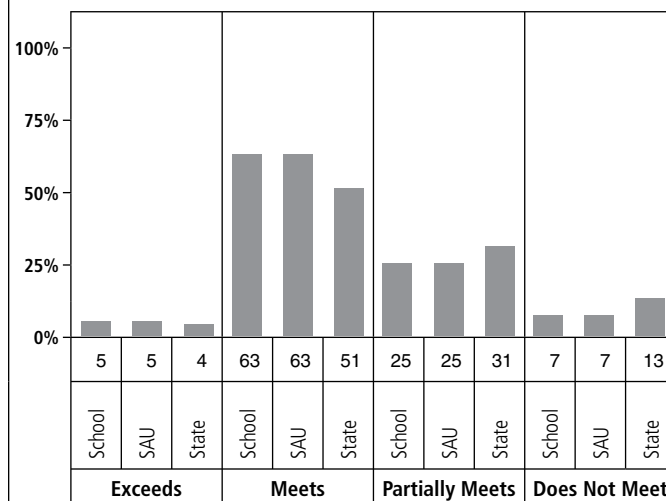
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	107	100	107	100	14212	100	107	100	107	100	14135	100	107	100	107	100	14144	100	107	100	107	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	3	3	3	3	259	2	3	100	3	100	253	98	3	100	3	100	258	100	3	100	3	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	104	97	104	97	13271	93	104	100	104	100	13212	100	104	100	104	100	13211	100	104	100	104	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	17	16	17	16	2479	17	17	100	17	100	2454	100	17	100	17	100	2455	100	17	100	17	100	2451	99
Current LEP	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	20	19	20	19	5848	41	20	100	20	100	5815	100	20	100	20	100	5819	100	20	100	20	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	90	84	90	84	10849	76	90	84	90	84	10872	76	90	84	90	84	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	1	1	1	1	123	1	1	1	1	1	121	1	1	1	1	1	126	1
Participation with accommodations	17	16	17	16	3122	22	17	16	17	16	3124	22	17	16	17	16	3019	21
Identified disability (PET/IEP)	17	100	17	100	1992	64	17	100	17	100	2000	64	17	100	17	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	6	6	6	6	702	5
	2007-2008	6	5	6	5	659	5
	2008-2009	13	12	13	12	836	6
	Cum. Total*	25	8	25	8	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	78	76	78	76	7730	55
	2007-2008	78	70	78	70	8195	58
	2008-2009	78	73	78	73	8495	61
	Cum. Total*	234	73	234	73	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	17	17	17	17	4182	30
	2007-2008	22	20	22	20	3800	27
	2008-2009	12	11	12	11	3667	26
	Cum. Total*	51	16	51	16	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	1	1	1	1	1419	10
	2007-2008	6	5	6	5	1362	10
	2008-2009	4	4	4	4	973	7
	Cum. Total*	11	3	11	3	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.0	68.8	33.0	68.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.9	66.3	15.9	66.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	17.1	71.3	17.1	71.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	13	12	78	73	12	11	4	4	549	107	12	73	11	4	549	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	3										3						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	104	12	12	76	73	12	12	4	4	549	104	12	73	12	4	549	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	6	35	7	41	4	24	538	17	0	35	41	24	538	2290	0	29	47	23	537
No	90	13	14	72	80	5	6	0	0	551	90	14	80	6	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	106	13	12	77	73	12	11	4	4	549	106	12	73	11	4	549	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	20	1	5	11	55	5	25	3	15	544	20	5	55	25	15	544	5716	2	51	35	12	542
No	87	12	14	67	77	7	8	1	1	550	87	14	77	8	1	550	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	107	13	12	78	73	12	11	4	4	549	107	12	73	11	4	549	13963	6	61	26	7	546
Gender																						
Female	46	8	17	31	67	6	13	1	2	550	46	17	67	13	2	550	6882	8	62	24	6	547
Male	61	5	8	47	77	6	10	3	5	549	61	8	77	10	5	549	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	107	13	12	78	73	12	11	4	4	549	107	12	73	11	4	549	12057	7	64	23	6	547
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	562	6	50	50	0	0	562	450	26	72	2	0	557
No	101	10	10	75	74	12	12	4	4	548	101	10	74	12	4	548	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	67	1	33	0	0	548	3	0	67	33	0	548	4	2	40	34	24	540
B. less than one hour	75	12	15	59	74	7	9	2	3	550	75	15	74	9	3	550	70	6	63	26	6	546
C. one to two hours	21	1	4	17	74	4	17	1	4	548	21	4	74	17	4	548	24	7	61	26	6	546
D. more than two hours	1	0	0	0	0	0	0	1	100	520	1	0	0	0	100	520	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	5	14	27	75	3	8	1	3	550	34	14	75	8	3	550	36	10	67	18	5	549
B. good	54	7	12	42	72	7	12	2	3	550	54	12	72	12	3	550	47	5	62	27	6	546
C. fair	12	1	8	9	69	2	15	1	8	544	12	8	69	15	8	544	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	44	7	15	34	72	5	11	1	2	551	44	15	72	11	2	551	31	9	65	20	5	548
B. They match some of what I have learned.	50	6	11	40	75	6	11	1	2	548	50	11	75	11	2	548	55	5	63	27	5	546
C. They match just a little of what I have learned.	5	0	0	2	40	1	20	2	40	534	5	0	40	20	40	534	10	3	45	38	14	542
D. There is no match.	2	0	0	2	100	0	0	0	0	548	2	0	100	0	0	548	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	1	7	11	73	3	20	0	0	546	14	7	73	20	0	546	16	3	49	32	15	542
B. about the same as my regular schoolwork	74	10	13	59	76	6	8	3	4	550	74	13	76	8	4	550	64	7	63	25	5	547
C. easier than my regular schoolwork	12	2	15	8	62	3	23	0	0	548	12	15	62	23	0	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	2	50	2	50	0	0	538	4	0	50	50	0	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	3	6	44	81	6	11	1	2	549	51	6	81	11	2	549	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	45	10	21	32	67	4	8	2	4	551	45	21	67	8	4	551	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	21	5	23	14	64	2	9	1	5	551	21	23	64	9	5	551	20	10	64	21	5	548
B. 20 minutes to an hour	54	8	14	43	75	5	9	1	2	551	54	14	75	9	2	551	56	7	65	24	5	547
C. less than 20 minutes	10	0	0	10	91	1	9	0	0	545	10	0	91	9	0	545	10	3	52	33	12	543
D. I rarely read at home.	15	0	0	10	63	4	25	2	13	543	15	0	63	25	13	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	2	6	29	81	4	11	1	3	549	34	6	81	11	3	549	25	3	53	33	11	543
B. six to ten pages	38	8	20	23	58	7	18	2	5	549	38	20	58	18	5	549	26	6	61	26	7	546
C. eleven or more pages	28	3	10	24	83	1	3	1	3	550	28	10	83	3	3	550	49	8	65	23	5	547
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	554	50	0	100	0	0	554						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	520	50	0	0	0	100	520						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	34	33	34	33	1711	12
	2007-2008	22	20	22	20	1617	12
	2008-2009	26	24	26	24	2119	15
	Cum. Total*	82	26	82	26	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	43	42	43	42	6778	48
	2007-2008	66	59	66	59	7284	52
	2008-2009	67	63	67	63	7046	50
	Cum. Total*	176	55	176	55	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	24	24	24	24	3884	28
	2007-2008	13	12	13	12	3341	24
	2008-2009	8	7	8	7	3193	23
	Cum. Total*	45	14	45	14	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	1	1	1	1	1683	12
	2007-2008	11	10	11	10	1778	13
	2008-2009	6	6	6	6	1638	12
	Cum. Total*	18	6	18	6	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.3	61.0	29.3	61.0	25.5	53.1
A. Number	18	38	12.1	67.2	12.1	67.2	9.8	54.4
B. Data	10	21	5.7	57.0	5.7	57.0	5.2	52.0
C. Geometry	10	21	5.2	52.0	5.2	52.0	4.7	47.0
D. Algebra	10	21	6.4	64.0	6.4	64.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	26	24	67	63	8	7	6	6	553	107	24	63	7	6	553	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	3										3						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	104	25	24	65	63	8	8	6	6	552	104	24	63	8	6	552	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	9	53	2	12	6	35	535	17	0	53	12	35	535	2307	3	32	32	33	536
No	90	26	29	58	64	6	7	0	0	556	90	29	64	7	0	556	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	106	25	24	67	63	8	8	6	6	552	106	24	63	8	6	552	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	20	1	5	12	60	3	15	4	20	541	20	5	60	15	20	541	5731	7	46	29	18	542
No	87	25	29	55	63	5	6	2	2	555	87	29	63	6	2	555	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	107	26	24	67	63	8	7	6	6	553	107	24	63	7	6	553	13988	15	50	23	12	547
Gender																						
Female	46	7	15	32	70	4	9	3	7	551	46	15	70	9	7	551	6889	14	51	23	12	546
Male	61	19	31	35	57	4	7	3	5	554	61	31	57	7	5	554	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	107	26	24	67	63	8	7	6	6	553	107	24	63	7	6	553	12078	17	52	21	10	548
Gifted/talented program																						
Yes	6	6	100	0	0	0	0	0	0	574	6	100	0	0	0	574	450	64	34	2	0	564
No	101	20	20	67	66	8	8	6	6	551	101	20	66	8	6	551	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	33	2	67	0	0	0	0	555	3	33	67	0	0	555	4	8	38	26	28	539
B. less than one hour	75	22	28	46	58	8	10	4	5	554	75	28	58	10	5	554	70	15	52	23	10	547
C. one to two hours	21	3	13	19	83	0	0	1	4	551	21	13	83	0	4	551	24	15	51	23	11	547
D. more than two hours	1	0	0	0	0	0	0	1	100	500	1	0	0	0	100	500	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	22	55	17	43	0	0	1	3	561	37	55	43	0	3	561	34	28	50	14	8	552
B. good	43	4	9	34	74	4	9	4	9	548	43	9	74	9	9	548	45	11	54	24	10	546
C. fair	18	0	0	15	79	3	16	1	5	547	18	0	79	16	5	547	18	3	45	33	19	540
D. poor	2	0	0	1	50	1	50	0	0	545	2	0	50	50	0	545	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	52	17	31	33	60	4	7	1	2	556	52	31	60	7	2	556	38	22	52	19	7	550
B. They match some of what I have learned.	39	7	17	29	71	3	7	2	5	550	39	17	71	7	5	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	1	14	3	43	1	14	2	29	547	7	14	43	14	29	547	11	6	40	30	24	540
D. There is no match.	3	1	33	1	33	0	0	1	33	539	3	33	33	0	33	539	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	6	0	0	2	33	2	33	2	33	538	6	0	33	33	33	538	17	7	42	30	21	540
B. about the same as my regular schoolwork	75	18	23	52	65	6	8	4	5	552	75	23	65	8	5	552	64	15	53	23	10	547
C. easier than my regular schoolwork	19	8	40	12	60	0	0	0	0	560	19	40	60	0	0	560	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	25	3	75	0	0	0	0	558	4	25	75	0	0	558	7	6	39	27	27	539
B. 30–45 minutes	10	1	9	7	64	1	9	2	18	543	10	9	64	9	18	543	28	9	49	28	15	544
C. 45–60 minutes	57	15	25	37	61	5	8	4	7	552	57	25	61	8	7	552	41	17	53	21	9	548
D. more than 60 minutes	29	9	29	20	65	2	6	0	0	557	29	29	65	6	0	557	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	2	67	1	33	0	0	550	3	0	67	33	0	550	6	14	43	24	20	543
B. two or three days a week	41	14	32	25	57	3	7	2	5	553	41	32	57	7	5	553	24	17	52	21	10	548
C. two or three times each month	29	7	23	21	68	2	6	1	3	555	29	23	68	6	3	555	33	17	52	21	9	548
D. never or almost never	27	5	17	19	66	2	7	3	10	550	27	17	66	7	10	550	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	7	19	23	64	4	11	2	6	551	34	19	64	11	6	551	23	13	47	26	15	545
B. two or three days a week	38	9	22	28	68	2	5	2	5	554	38	22	68	5	5	554	31	17	52	21	10	548
C. two or three times each month	13	6	43	7	50	1	7	0	0	559	13	43	50	7	0	559	27	17	52	21	10	548
D. never or almost never	15	4	25	9	56	1	6	2	13	549	15	25	56	6	13	549	20	12	50	24	14	545
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	554	50	0	100	0	0	554						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	500	50	0	0	0	100	500						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	5	5	5	5	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	67	63	67	63	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	27	25	27	25	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	8	7	8	7	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	30.9	64.4	30.9	64.4	29.2	60.8
D. The Physical Setting	24	50	14.2	59.2	14.2	59.2	12.9	53.8
E. The Living Environment	24	50	16.7	69.6	16.7	69.6	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	5	5	67	63	27	25	8	7	546	107	5	63	25	7	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	3										3						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	104	5	5	64	62	27	26	8	8	546	104	5	62	26	8	546	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	6	35	5	29	6	35	536	17	0	35	29	35	536	2309	2	29	39	29	536
No	90	5	6	61	68	22	24	2	2	548	90	6	68	24	2	548	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	106	5	5	66	62	27	25	8	8	546	106	5	62	25	8	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	20	0	0	9	45	7	35	4	20	540	20	0	45	35	20	540	5729	2	42	37	20	539
No	87	5	6	58	67	20	23	4	5	547	87	6	67	23	5	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	107	5	5	67	63	27	25	8	7	546	107	5	63	25	7	546	13987	4	51	31	13	543
Gender																						
Female	46	0	0	28	61	14	30	4	9	544	46	0	61	30	9	544	6886	4	49	33	14	542
Male	61	5	8	39	64	13	21	4	7	547	61	8	64	21	7	547	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	107	5	5	67	63	27	25	8	7	546	107	5	63	25	7	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	6	1	17	5	83	0	0	0	0	558	6	17	83	0	0	558	450	25	72	2	1	557
No	101	4	4	62	61	27	27	8	8	545	101	4	61	27	8	545	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	100	0	0	0	0	551	3	0	100	0	0	551	4	2	37	35	25	538
B. less than one hour	75	3	4	53	66	20	25	4	5	547	75	4	66	25	5	547	70	4	53	31	12	544
C. one to two hours	21	2	9	11	48	7	30	3	13	544	21	9	48	30	13	544	24	5	51	31	12	544
D. more than two hours	1	0	0	0	0	0	0	1	100	514	1	0	0	0	100	514	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	38	2	5	29	73	7	18	2	5	549	38	5	73	18	5	549	26	7	56	26	11	545
B. good	43	2	4	28	61	13	28	3	7	545	43	4	61	28	7	545	53	4	53	31	11	544
C. fair	14	1	7	8	53	4	27	2	13	546	14	7	53	27	13	546	18	2	41	39	17	540
D. poor	5	0	0	1	20	3	60	1	20	533	5	0	20	60	20	533	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	1	5	10	48	7	33	3	14	543	20	5	48	33	14	543	23	5	56	28	11	544
B. They match some of what I have learned.	45	3	6	28	58	14	29	3	6	546	45	6	58	29	6	546	48	5	52	31	12	544
C. They match just a little of what I have learned.	29	1	3	24	77	4	13	2	6	548	29	3	77	13	6	548	23	4	49	33	14	543
D. There is no match.	7	0	0	5	71	2	29	0	0	549	7	0	71	29	0	549	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	35	2	5	28	76	6	16	1	3	549	35	5	76	16	3	549	23	5	48	31	16	543
B. about the same as my regular schoolwork	50	2	4	31	58	15	28	5	9	545	50	4	58	28	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	14	0	0	8	53	6	40	1	7	542	14	0	53	40	7	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	77	2	2	52	64	24	30	3	4	546	77	2	64	30	4	546	33	5	51	31	14	543
B. a few times a week	11	2	17	8	67	0	0	2	17	549	11	17	67	0	17	549	45	4	52	32	11	544
C. once a week	3	1	33	1	33	1	33	0	0	549	3	33	33	33	0	549	8	4	50	30	16	542
D. a few times a month	9	0	0	5	56	2	22	2	22	540	9	0	56	22	22	540	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	3	6	31	63	13	27	2	4	548	46	6	63	27	4	548	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	8	0	0	1	13	4	50	3	38	534	8	0	13	50	38	534	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	25	1	4	19	70	5	19	2	7	546	25	4	70	19	7	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	21	1	5	16	73	4	18	1	5	546	21	5	73	18	5	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	63	3	4	44	66	15	22	5	7	546	63	4	66	22	7	546	47	4	51	32	12	543
B. a few times a month	20	2	10	10	48	8	38	1	5	544	20	10	48	38	5	544	27	5	54	30	11	544
C. once a month	2	0	0	2	100	0	0	0	0	555	2	0	100	0	0	555	10	5	49	30	15	543
D. never or almost never	15	0	0	11	69	3	19	2	13	546	15	0	69	19	13	546	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	61	0	0	41	66	16	26	5	8	545	61	0	66	26	8	545	46	4	52	32	12	543
B. a few times a month	23	3	13	15	65	4	17	1	4	548	23	13	65	17	4	548	28	5	53	30	12	544
C. once a month	9	1	11	4	44	2	22	2	22	544	9	11	44	22	22	544	11	4	47	34	15	542
D. never or almost never	7	1	14	4	57	2	29	0	0	551	7	14	57	29	0	551	15	4	50	30	16	542
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	514	50	0	0	0	100	514						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number